

National

Marketing

Education

Standards





Marketing: What Is It?

Marketing provides:

- ◆ Variety
- ◆ Opportunity
- ◆ Challenge

Marketing is a process that involves a **variety** of activities including:

- Identifying customer needs
- Planning and creating ideas, goods, and services that satisfy those needs
- Pricing
- Promoting
- Distributing

These activities create exchanges that satisfy individual as well as organizational objectives. All marketing activities are designed to help to get a good or service to users/consumers, to change behaviors, or to influence ideas.

Career **opportunities** in marketing can be found in domestic and international businesses, organizations, offices, and agencies of all types and sizes—both profit and nonprofit.

Individuals employed in marketing positions may specialize in one marketing function (e.g., selling, marketing research, advertising, etc.), or they may require a broad understanding of all marketing functions as would be needed by a business owner or manager.

Marketing is a critical, **challenging** business function that applies economics, psychology, and sociology. Its successful performance depends on the application of mathematics and English principles, the use of scientific problem solving, and the application of computer technologies to marketing situations and problems.

In the 21st century, economic survival in nearly any setting or profession will depend on the ability to understand and execute marketing skills. Effective **Marketing Education** provides those skills!

The National Marketing Education Standards are endorsed by the following organizations:

ACTE, Marketing Policy Committee
Marketing Education Association
Marketing Education Resource Center
National DECA

“Marketing Education provides students with key skills needed to be successful in any business: skills like communications, planning and organizing, problem solving, teamwork, and decision making.”

Jeannette M. Siegel
Corporate Community Relations and Contributions Manager
J.C. Penney Company, Dallas, TX

Marketing Education: What Does It Do?

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Nationally, Marketing Education is offered in more than 7,000 high schools and most community/technical colleges. More than a million students with diverse ability levels and marketing interests obtain education in marketing subjects annually. The curricula range from studying marketing for personal use and career exploration to developing advanced management and entrepreneurial skills.

Mission of Marketing Education

The mission of Marketing Education is to enable students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy.

Premises of the Curriculum

The Marketing Education curriculum should:

- Encourage students to think critically.
- Stress the integration of and articulation with academics.
- Be sequenced so that broad-based understandings and skills provide a foundation to support advanced study of marketing.
- Enable students to acquire broad understandings of and skills in marketing so that they can transfer their skills and knowledge between and among industries.
- Enable students to understand and use technology to perform marketing activities.
- Stress the importance of interpersonal skills in diverse societies.
- Foster a realistic understanding of work.
- Foster an understanding and appreciation of business ethics.
- Utilize a variety of types of interactions with the business community.

“What the marketing/DECA students learn will help them for the rest of their lives—in business and in life. They understand how the world works.”

Jane E. Miller, VP Operations
The Gallup Organization
Lincoln, NE





The Marketing Education Curriculum

The marketing education curriculum is divided into two primary parts: Foundations and Functions. The **Foundations** are fundamental to an understanding of marketing and can be viewed as co-requisites and as prerequisites for marketing. The content of the Marketing Foundations must be mastered in order for marketing-specific content to have relevance to student learning. There are four broad-based foundational areas: Business, Management, and Entrepreneurship; Communication and Interpersonal Skills; Economics; and Professional Development.

The **Functions** define the discipline of marketing as applied in business operations. They address marketing from the perspective of how it is practiced. Each function is viewed from its relationship to the marketing of a good, service, or idea. The seven functions are Distribution, Financing, Marketing-Information Management, Pricing, Product/Service Management, Promotion, and Selling.

The marketing curriculum can be viewed as a continuum that begins in the primary grades with career awareness and exploration and continues through postsecondary education with the emphasis becoming more specialized to the learner's individual interest in marketing. The following graph depicts that relationship.



“Students with a marketing background have a significant head start toward management.”

Gary Grubert, Regional Manager
Durable Fluid Technology, Inc.
Cincinnati, OH

“Marketing students are significantly better prepared to enter a professional retail environment having had exposure to critical workplace skills.”

Michael Bass, Director
Human Resources (Corporate)
Sears Roebuck & Company

Standards for Marketing Education

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Marketing Education is a distinct discipline that integrates academic concepts and technology applications throughout the curriculum.

- **Academic Concepts:** The study of marketing incorporates many academic understandings, including mathematics, reading, writing, speaking, sociology, psychology, geography, etc.
- **Technology Applications:** The successful implementation of marketing activities requires the use of technology.

Broad-based standards that identify what students should know and be able to do as a result of instruction in marketing are:

Foundations

Business, Management, and Entrepreneurship

Understands fundamental business, management, and entrepreneurial concepts that affect business decision making

Communication and Interpersonal Skills

Understands concepts, strategies, and systems needed to interact effectively with others

Economics

Understands the economic principles and concepts fundamental to marketing

Professional Development

Understands concepts and strategies needed for career exploration, development, and growth

Functions

Distribution

Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services

Financing

Understands the financial concepts used in making business decisions

Marketing-Information Management

Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

Pricing

Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

Product/Service Management

Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

Promotion

Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Selling

Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities





Understanding the Standards

Since students can demonstrate their understanding in a variety of ways, the standards are supported by a series of performance indicators: learner expectations for each standard. They require students to demonstrate both their knowledge and skill. Examples of performance indicators for each of the standards are as follows:

Foundations

Business, Management, and Entrepreneurship

- Identify ways that technology impacts business.
- Explain the nature of marketing strategies.
- Demonstrate leadership characteristics.
- Monitor variables associated with business risk.
- Demonstrate procedures for controlling a business's fiscal activities.
- Identify potential business ventures based on community, market, and opportunity analyses.
- Formulate a business plan.

Communication and Interpersonal Skills

- Communicate clearly and concisely in writing.
- Use appropriate technology to facilitate marketing communications.
- Make decisions.
- Treat others fairly at work.
- Demonstrate interpersonal skills in team working relationships.
- Apply interpersonal skills to develop good customer relationships.

Economics

- Explain the concept of economic resources.
- Interpret the impact of supply and demand on price.
- Identify factors affecting a business's profit.
- Determine factors affecting business risk.
- Explain the concept of productivity.
- Evaluate the influences on a nation's ability to trade.

Professional Development

- Analyze employer expectations in the business environment.
- Identify employment opportunities in marketing and business.
- Utilize resources that can contribute to professional development.

The complete list of performance indicators for the Foundations can be found in the *National Curriculum Planning Guide*.

Corporate and State Sponsors:

DECA (National)
Glencoe/McGraw-Hill
South-Western Ed. Publishing
MarkED Resource Center

State education departments:

| | |
|----------|----------------|
| Alaska* | North Carolina |
| Colorado | North Dakota |
| Georgia | Ohio |
| Idaho | Oklahoma |
| Indiana | Pennsylvania |
| Iowa | Tennessee |
| Kentucky | Texas |
| Michigan | Virginia |
| Missouri | Washington |
| Nebraska | * Anchorage |

“This framework is a critical tool for establishing program standards and criteria for student assessment. It defines Marketing Education and will keep the field on the cutting edge of education reform.”

Edward L. Davis, Ph.D.
Executive Director, National DECA

“Students entering college business programs are much better prepared to work in teams and to accept leadership roles if they’ve taken marketing in high school.”

Stewart W. Husted, Dean
School of Business, Lynchburg College, VA

Functions

Distribution

- Explain the relationship between customer service and distribution.
- Select distribution channels and channel members.

Financing

- Describe the role of financing in marketing and business endeavors.
- Calculate exchange rates.
- Use budgets to meet the financial needs of a business.

Marketing-Information Management

- Determine the need for marketing information.
- Analyze the environments in which businesses operate.
- Demonstrate procedures for gathering marketing information using technology.

Pricing

- Determine pricing objectives, policies, and strategies.
- Use technology to assist in setting prices.

Product/Service Management

- Plan a product/service mix.
- Analyze product-liability risks.
- Select materials/products/services to purchase.
- Describe factors used by marketers to position products/businesses.

Promotion

- Explain the communication process used in promotion.
- Write promotional messages that appeal to targeted markets.
- Utilize publicity.
- Develop a promotional plan.

Selling

- Develop an understanding of customers/clients.
- Utilize selling techniques to aid customers/clients in making buying decisions.
- Determine/Minimize risks in selling to a customer.
- Utilize strategies to build and maintain a clientele.

The complete list of performance indicators for the Functions can be found in the *National Curriculum Planning Guide*.



Contributors:

Individuals from the following states provided input for standards development:

| | | |
|-------------|----------------|----------------|
| Alabama | Kentucky | Oklahoma |
| Alaska | Louisiana | Oregon |
| Arizona | Maryland | Pennsylvania |
| Arkansas | Michigan | South Carolina |
| California | Minnesota | South Dakota |
| Colorado | Mississippi | Tennessee |
| Connecticut | Missouri | Texas |
| Delaware | Nebraska | Utah |
| Florida | Nevada | Vermont |
| Georgia | New Hampshire | Virginia |
| Hawaii | New Jersey | Washington |
| Idaho | New Mexico | West Virginia |
| Illinois | New York | Wisconsin |
| Indiana | North Carolina | Wyoming |
| Iowa | North Dakota | |
| Kansas | Ohio | |

Curriculum Framework for Marketing Education



Examples of Career Applications

Advertising
Customer Service
e-Commerce
Entrepreneur
Fashion Merchandising
Financial Services
Food Marketing

Hospitality Marketing
Importing/Exporting
International Marketing
Marketing Research
Product Management
Professional Sales
Public Relations

Real Estate
Restaurant Management
Retail Management
Sales Management
Service Marketing
Sports Marketing
Travel/Tourism Marketing

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